

Section #3

KYAE Common Core Standards PD 2012-13
Unit 2
Translating Standards into Curriculum

Learning
Communities
Unit 2A

KYAE Common Core Standards PD 2012-13
Translating Standards into Curriculum
Learning Communities
Unit 2A

Desired Results

Established Goals:

- ❖ Learn processes for identifying lead standards and developing coherent units of instruction to translate standards into curriculum.

Understandings:

Students will understand...

- ✓ The KYAE Common Core standards are college and career readiness outcomes for adult education students.
- ✓ Translating standards into curriculum is the second step in creating standards-based curriculum.
- ✓ Identifying Lead Standards and Developing Coherent Units of Instruction is an effective process in translating standards into curriculum.

Essential Questions:

- ✓ What is the purpose of identifying lead standards and developing coherent units of instruction and lesson studies?
- ✓ What are lead standards and coherent units of instruction?
- ✓ What is the process for identifying lead standards and coherent units of instruction?

Students will know...

- The purpose for translating standards into curriculum.
- The connection between unpacking the standards and translating them into curriculum.
- The definition of a lead standard

Students will be able to ...

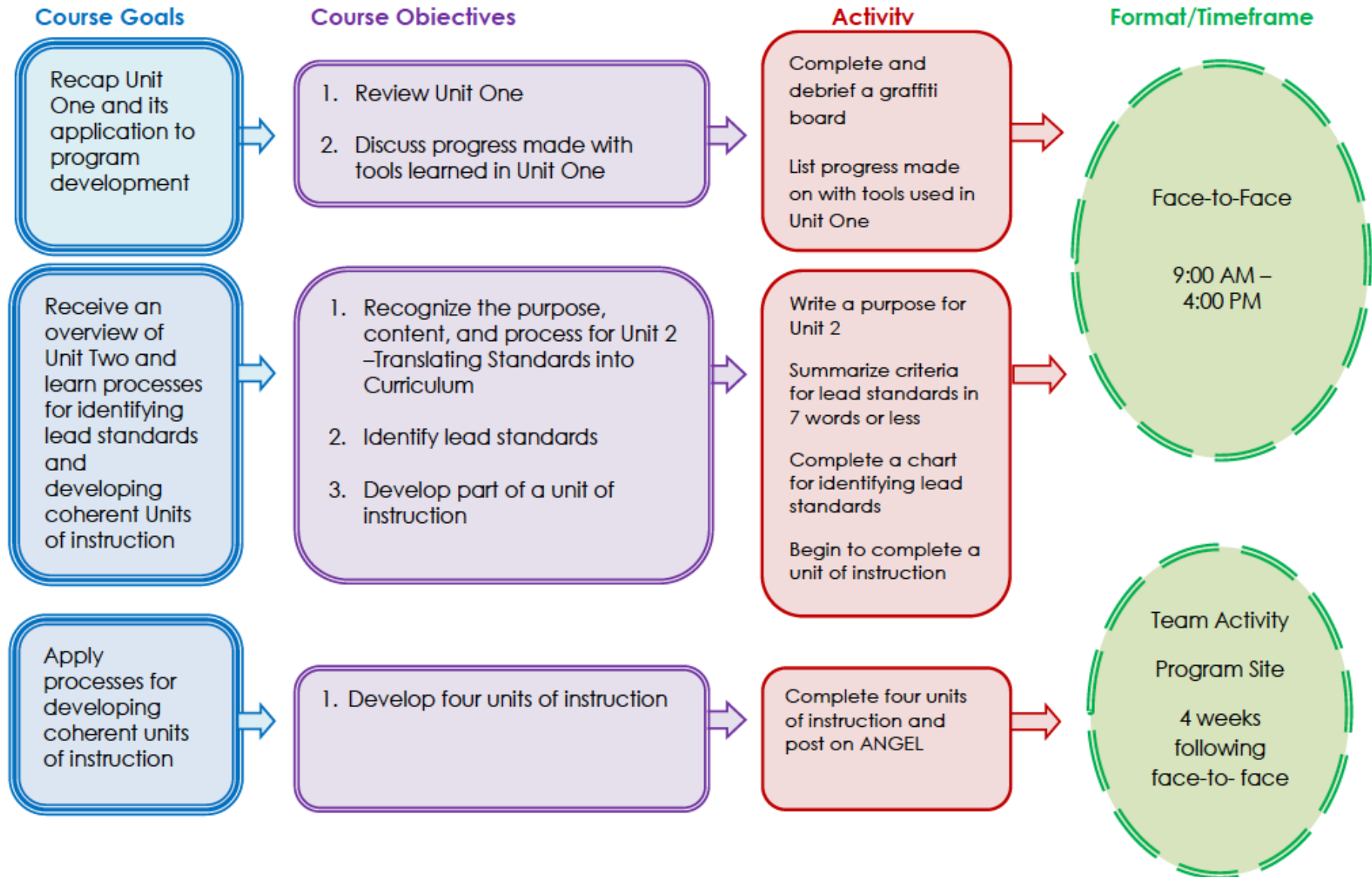
- Identify lead standards.
- Cluster standards into coherent units of instruction.
- Develop four units of instruction.

<p>and a coherent unit of instruction.</p> <ul style="list-style-type: none"> ➤ The process and tools to identify lead standards and develop coherent units of instruction. 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ❖ Given a set of standards, identify lead standards. ❖ Given lead standards, develop four coherent units of instruction. 	
Learning Plan	
<ul style="list-style-type: none"> ➤ Complete a graffiti board to discuss progress made in unpacking standards, building sample activities, and aligning them to resources. ➤ Review the objectives and tools for Unit One. ➤ Identify Lead Standards from a chosen grade level. ➤ Discuss examples of a unit plan. ➤ Cluster standards to form four coherent units of instruction. 	

KYAE Common Core Standards PD FY 2012-2013
Translating Standards into Curriculum
Course Map

Handout #1

Learning Communities Unit 2A



Materials

Resources

MPR Associates & Susan Pimentel, Inc. (2009). *Standards-in-Action: Innovations for Standards-Based Education*. U.S. Department of Education: Office for Vocational and Adult Education

KYAE Common Core State Standards – English Language Arts

KYAE Common Core State Standards - Mathematics

Handouts

1. Course Map
2. KYAE Common Core Standards – ELA - Quick Reference Guide
3. Criteria for Identifying Lead Standards
4. Identifying Lead Standards – Example
5. Identifying Lead Standards – Guided Practice
6. Template for Units of Instruction
7. Sample Unit of Instruction
8. Unit of Instruction – English Language Arts Example
9. Exit Slip

Agenda

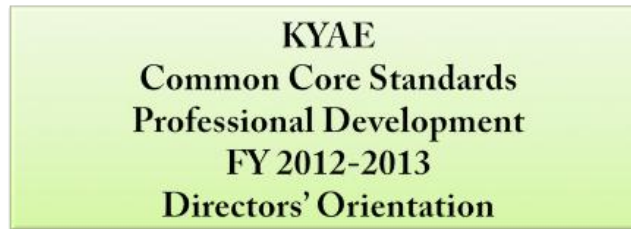
Section	Timeframe
Entering Activities	30 minutes
Review of Unit One	30 minutes
Identifying Lead Standards	2 hours and 25 minutes
Lunch Break	60 minutes
Developing Coherent Units of Instruction	1 hour and 15 minutes
Closure	20 minutes

Entering Activities (Making Connections and Purpose)

Timeframe: 30 minutes



PPT #1- Translating Standards into Curriculum (Title Slide)



Translating Standards Into Curriculum: The Lead Standards Approach



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PPT #2- Entering Activity



Place the three questions on the slide on a graffiti board posted along the wall. Display PPT. Instruct participants to write answers on the graffiti board as they enter the room. The answers will be reviewed later in the session.



PPT #3- Translating Standards into Curriculum

Translating Standards into Curriculum
Unit 2

Developed by:
KYAE

Source:
Standards-in-Action: Innovations for Standards-Based Education. (November 2009). Produced by U.S. Department of Education Office of Adult and Vocational Education, MPR Associates, Inc, and Susan Pimentel, Inc.

Presented by:
CCLD



As part of a pilot project supported by the Office of Vocational and Adult Education, KYAE staff and staff from five Kentucky adult education programs spent a year and a half learning about content standards and standards-based instruction. That project is called Standards-in-Action, or SIA. During that time, KYAE adopted the Common Core State Standards, which have been adopted by 44 states. Also the GED® Testing Service announced that the GED® 2014 will reflect these standards. In light of these circumstances, KYAE leadership decided to expand the initiative statewide beginning in FY 11-12.

The purpose of this initiative is to prepare teachers at all levels in the educational system to deliver standards-based instruction that will prepare students for success in college and careers. Professional development around the Common Core State Standards is occurring in every school district in Kentucky as well as in university teacher education programs.


Your work in this initiative will fulfill your professional development requirement for the year. However, this initiative is much more than typical professional development. This is a multi-year effort to prepare instructors to plan and deliver standards-based education, with a focus on college and career readiness. PD for FY 12-13 will focus on the second innovation or unit of the initiative.



PPT #4- Agenda

AGENDA

- ❖ Meeting Objectives
- ❖ PD Overview
- ❖ Review Unit 1
- ❖ Identifying Lead Standards
- ❖ Designing Coherent Units of Instruction
- ❖ Next Steps





Review the materials that will be used:

1. KYAE Common Core Standards – English Language Arts
2. Standards in Action: Innovations for Standards-Based Education
3. Handouts 1-10

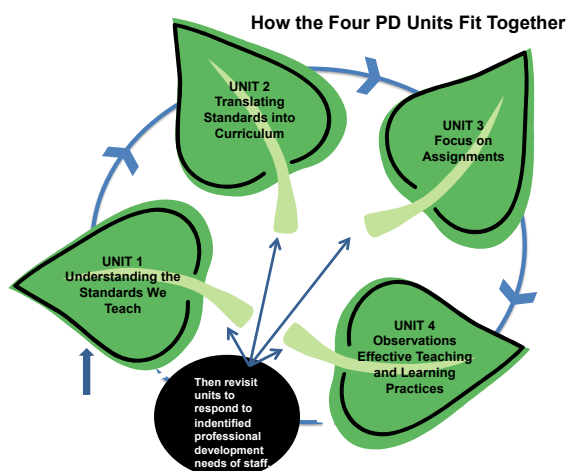


Much of the content of this PD was adapted from *Standards in Action: Innovations for Standards-Based Education (SIA)* professional development program, developed by Department of Education's Office of Vocational and Adult Education. The SIA guidebook provides a resource in implementing the processes that we are covering in the KYAE PD. This year will be applying Innovation Two or Unit Two. Each of your directors was given a copy of the guide. It may be downloaded from the Standards in Action website.

Today we will be discussing the meeting objectives and providing an overview of the PD. Next, we will review Unit 1- last year's PD and discuss how it ties into this year's PD. Next, we will be modeling and practicing the process of identifying lead standards. Then, we will explain the process for designing units of instruction from your lead standards. At the end of the day, we will discuss next steps.



PPT #5- How the Four PD Units Fit Together




This professional development initiative is the result of KYAE's participation in the U.S. Department of Education Standards-in-Action project. The Standards-in-Action process consists of four units. In the first year, we implemented Unit 1, Understanding the Standards We Teach. This year we will be focusing on Unit 2, Translating Standards into Curriculum. Unit 3, Focus on Assignments, and Unit 4, Observing Standards-in-Action, will be covered in the third year. Each unit builds on the one before it. The fall sessions focused using the KYAE Common Core Standards for English Language Arts. The spring sessions focused on the KYAE Common Core Standards for Mathematics.

The units build upon one another. As you progress through the units, you will continue to build resources that you can use to create and implement standards-based education. In year three, you will be completing Units 3 and 4. All instructors across the state will participate in Unit 3. Each program may focus on ESL, ELA or Math or both. In the spring, program directors will attend Unit 4: Observations and Effective Teaching and Learning Practices and share what they learned with instructors. The process for each Unit is described in the SIA guide.



PPT #6- Objectives



Objectives

- ◆ Debrief Implementing Unit One (Innovation One) — Understanding the Standards We Teach.
- ◆ Recognize the Purpose and Content for Unit Two (Innovation Two) — Translating Standards Into Curriculum and Instruction: The Lead Standards Approach
- ◆ Identify Lead Standards
- ◆ Develop a part of a unit of instruction



As last year, the state was divided into ten learning communities. This year, each learning community will be divided into teams. Unless you wish to work with another program in another county, each program will be a team within the learning community. However, there may only be four participants on a team. If your team consists of more than four staff, your program director will have divided you into teams. You are currently sitting with your team. It is necessary to keep the teams small in order to receive the most benefit in completing the activities. Each learning community will be attending two face-to-face sessions followed by a job-embedded, learning activity to be completed at your program. As in last year, those participating the fall PD will use the KYAE Common Core Standards for English Language Arts and those participating in the spring PD will use the KYAE Common Core Standards for Mathematics.



Refer to **HO #1 – Course Map**.

Refer to the Course Map. Explain that the PD is divided into two units- Unit 2A and Unit 2B. Each part contains a face-to-face session and a job-embedded activity. Review the goals, objectives, and activities.

KYAE Common Core Standards PD FY 2012-2013
Translating Standards into Curriculum
Course Map
Learning Communities Unit 2A

Handout #1

Course Goals

Course Objectives

Activity

Format/Timeframe

Recap Unit One and its application to program development

1. Review Unit One
2. Discuss progress made with tools learned in Unit One

Complete and debrief a graffiti board

List progress made on with tools used in Unit One

Face-to-Face

9:00 AM – 4:00 PM

Receive an overview of Unit Two and learn processes for identifying lead standards and developing coherent Units of instruction

1. Recognize the purpose, content, and process for Unit 2 –Translating Standards into Curriculum
2. Identify lead standards
3. Develop part of a unit of instruction

Write a purpose for Unit 2

Summarize criteria for lead standards in 7 words or less

Complete a chart for identifying lead standards

Begin to complete a unit of instruction

Team Activity

Program Site

4 weeks following face-to-face

Apply processes for developing coherent units of instruction

1. Develop four units of instruction

Complete four units of instruction and post on ANGEL



PPT #7- Course Schedule

PD Overview

- ❖ LC's Face-to-Face- Unit 2A
- ❖ LC's Team Activity- Unit 2A
- ❖ LC's Face-to-Face- Unit 2B
- ❖ LC's Team Activity- Unit 2B
- ❖ Directors' Debrief



Refer to **HO #2 – Course Schedule**.

Review the information on the slide. Explain that course schedules were tailored for each learning community (LC) participating in the English Language Arts and Mathematics PD. They are posted on ANGEL for each LC with specific dates and locations.

Explain that the course schedule describes the role of the director, instructor and coach for each PD activity. Reiterate that the coach will serve to assist in facilitating the face-to-face sessions and provide virtual feedback and support throughout the completion of activities.

Anticipatory Set (Fostering Connection)

Timeframe: 20 minutes

Review of Unit One: Understanding the Standards We Teach



PPT #8- Students who are college and career ready



**Students who are
college and career ready**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

? Take a minute to read over the statements describing students who are college and career ready.

How may you observe your students demonstrating these outcomes?

Possible responses may include:

- Students able to demonstrate independence by implementing reading strategies on their own to comprehend authentic, relevant text.
- Write a document that would respond to the varying demands of audience, task, purpose, and discipline.
- Read and respond to texts expressing varying viewpoints.



The Common Core State Standards for English Language Arts state that students who are college and career ready demonstrate these skills.

Review the skills on the slide and provide further examples..

These are the outcomes we can expect to see our students achieve after receiving standards-based education. The GED® Test 2014 will be aligned with Common Core State Standards.



College and Career Readiness Anchor Standards vs. Grade Specific Standards

Reading for Information and Literature

CCR R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **RLK.2** With prompting and support, retell familiar stories, including key details.
- **RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



HO #2 – KYAE Common Core Standards Quick Reference Guide for English Language Arts.

Refer to the College and Career Readiness (CCR) Anchor Standards on page two of the guide.



The Common Core Standards for English Language Arts are divided into the following strands: Reading, Writing, and Language. Reading is divided into Reading for Information and Reading for Literature. The standards also contain Speaking and Listening and Literacy in History/Social Studies, Science, and Technical Subjects. Although all strands are important, we are going to focus on Reading, Writing, and Language for this PD.

“The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards (Common Core State Standards, 2009).



Refer to HO #2 – KYAE Common Core Standards Quick Reference Guide for English Language Arts.

Refer to the College and Career Readiness (CCR) Anchor Standards vs. grade specific standards on page five of the guide.

Show the example of the how the second CCR Reading standard is tied to the corresponding grade-specific standard.



Refer to the KYAE Common Core Standards for English Language Arts.

Choose a grade level and show the relationship between the anchor standards and the grade-specific standards of a particular grade within a particular strand (e.g., writing anchor standard number 1 and the 1st writing standard for K, 1st, 2nd, 3rd, 4th, and 5th grades).

College and Career Readiness Anchor Standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workplace training programs and be ready to succeed. They are the overarching / anchor standards for the grade-specific content core standards.

Reading Standards: Text complexity and growth of comprehension

Includes Reading Standards for Literature (RL) and Reading Standards for Informational Text (RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Language Standards (L): Conventions, effective use, and vocabulary

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (W): Text types, responding to reading and research

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

* Guide does not include Literacy in History/Social Studies, Science and Technical Subjects

College and Career Readiness (CCR) Anchor Standard vs. Grade-Specific Standards

This page provides an example of the relationship between the grade-specific standards and the CCR Anchor Standards.

The second CCR anchor standard for Reading is "Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas." Below are the grade specific standards for Reading for Literature and Reading for Information that lead to the CCR anchor standard above.

Reading for Literature	K	Reading for Information
RL.2 With prompting and support, retell familiar stories, including key details.		RIK.2 With prompting and support, identify the main topic and retell key details of a text.
RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		RI1.2 Identify the main topic and retell key details of a text.
RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.9/10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		RI9/10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		RI11/12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	12	

Teaching and Learning (Information and Modeling)

Timeframe: 20 minutes




PPT #10- Unpacking the Components of the Standards

Unpacking the Components of the Standards

We **"unpacked"** each standard into its component parts:

- Skills
- Concepts/Content
- Context
- Cognitive Demands or Level of Thinking



With your team, you created a resource to unpack standards into skills, concepts, and context. Next, you determined the level of thinking that would be required by the student to demonstrate the standard. Next, you were to describe a student activity tied to a specific standard. The samples activities were to be relevant and reflect real-life, attract and hold student interest, reflect the right level of complexity given the cognitive level of the standard, be meaningful to the student, and make connections to other standards.



PPT #11- Unpacking Chart Example

Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. P. 12	Compare and contrast	Overall structure of events, ideas, concepts or information	Two or more texts	Analyze	Present the following scenario: The window of your Honda van will not roll up! What can you do? Here are two articles that might help since it is 9:00 P.M. and the dealership is closed. Compare the information given and decide if there is something you might do besides cover the window in plastic! http://wiki.answers.com/Q/How_to_fix_Odyssey_2001_driver_side_power_window_not_coming_up http://www.ehow.com/how_7645790_fix-window-wont-go-up.html



You used an unpacking chart tool to unpack a selected number of standards. The purpose was to begin to understand the standards by breaking them down into skills, concepts, and context in order to better understand the skills we need to teach in order to assist students in mastering the standard.

This slide provides an example of an unpacked standard.

Conduct a think aloud of the unpacking process using the example on the slide.



In Unit Two, you will be clustering the standards into units of instruction. By breaking them down, you will more easily be able to determine which standards may be clustered to direct meaningful units.



PPT #12- Chart for Aligning Resources to Standards- Example

Chart for Aligning Resources to Standards - EXAMPLE							
Determine level of alignment:	2 = Tight Alignment 1 = Partial Alignment 0 = No Alignment	Resource #1 – Name and Publisher:	Steck- Vaughn Pre- GED Series				
		Resource #2 – Name and Publisher:	Contemporary Achieving TABE Success				
		Resource #3 – Name and Publisher:	KET Pre- GED Connection				
		Resource #1		Resource #2		Resource #3	
Standards		Chapter and Pages	Level of Alignment	Chapter and Pages	Level of Alignment	Chapter and Pages	Level of Alignment
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.		Pages 13-15	1	0	0	10-15	1
P. 12							



Next, you were given a tool to assist you in aligning your resources to standards. This is an example of that tool using standard RI (Reading for Information 5.5). The resources are listed at the top. For each resource, you identified the pages that aligned to the standard in the first column. In the second column, you were to identify the level of alignment. A “2” indicated that it was tightly aligned, a “1” indicated partial alignment, and a “0” indicated no alignment.



PPT #13- Completing Materials for Instructional Use

Completing Materials for Instructional Use

Build a reference library:

- Completed Unpacking Charts
- Completed Alignment to Resource Standards Charts

Review and refine completed charts

Make charts available to staff

(SIA Guide Unit 1-16)



The final step in Unit Two was to complete materials for instructional use, which is actually an ongoing step. At the end of the PD, you were encouraged to continue to unpack the remaining standards and align them to resources.



PPT #14 – Entering Activity Debrief

Entering Activity Debrief

In what ways are you using the KYAE Common Core Standards in your program?

How are you using the resources from last year's PD (e.g. the unpacking charts, sample activities, resource alignment charts)?

What areas are still challenging for you?



At the beginning of the day, we asked you two questions to give you the opportunity to let us know what you have been doing in your programs to further standards-based instruction.

Read the answers posted on the graffiti wall from the opening exercise.



Many of you have been continuing to build your library of resources. This year, we will begin to add to those resources by creating coherent units of instruction and conducting lesson studies.

Anticipatory Set (Fostering Connection)

Timeframe: 20 minutes

Identifying Lead Standards



“How do we currently support our students in attaining the standards?”



PPT #15- How Do We Support Students in Attaining the Standards?

How Do We Support Students in Attaining the Standards?

How do we support students in attaining the standards?

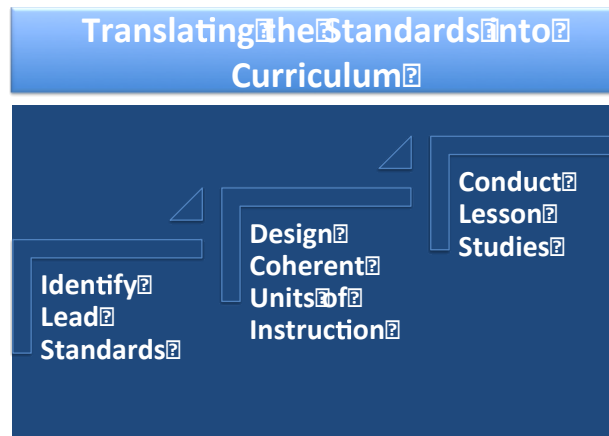
Previous Approach	New Approach
Cover each standard separately to ensure coverage of the content	Identify essential areas of focus and develop units of instruction around several standards



Many educators may attempt to cover each standard individually by creating lessons to meet that standard. As we know in adult education, we do not have our students long. This PD will provide you with tools to identify essential areas of focus and develop units of instruction around several standards. In other words, you will get a “bigger bang for your buck.” You will be able to create curriculum to provide your students with what they need most, first.



PPT #16- Translating the Standards into Curriculum



Refer to ***Standards-in-Action: Innovations for Standards-Based Instruction***, Unit 2-5 & 2-6.



There are three steps to the process. You will identify lead standards, design coherent units of instruction, and conduct a lesson study. Identifying lead standards helps instructors to focus on key concepts and ideas. Lead standards become the guideposts for organizing instruction. Next, participants will group lead standards into coherent units of instruction, which becomes the organizing tool around which curricula is built. Lastly, instructors will create lesson studies, where they will have the opportunity to share, test, and hone lessons built from the units of instruction with peers (SIA guide Unit 2-5 & 2-6).



PPT #17- Identifying Lead Standards

Identifying Lead Standards

“Selecting a group of “lead” standards that embody important areas of emphasis – within a larger set of standards- that can guide the development of coherent instructional units and teaching practices.”

They become a tool to develop units of instruction and lessons.

SIA Guide: Unit 2-4



You will be selecting standards from a larger group of standards that identify skills you believe should be a focus for instruction and learning. These lead standards will become the guiding tool for creating units of instruction. For example, there are ten Reading for Information standards. From those ten, you will choose the standards you believe are the most important to teach. Then you will look at the next strand, Reading for Literature and choose lead standards from those.



PPT #18- Underlying the lead-standards approach...

“Underlying the lead-standards approach is a belief that, while all standards are crucial learning outcomes, not all standards are created equal.”



SIA Guide: (Unit 2-4)



Although all standards are important, we do not have the time and resources to teach each one individually. You will determine which standards are most crucial to cover with your students in the short period of time that you have them.



PPT #19- Some standards are...

“Some (standards) are the lead standards. They are useful guideposts for organizing instruction.”

SIA Guide (Unit 2-4)



These standards become the guideposts for organizing instruction.



PPT #20- As an instructor...

As an instructor....

How will identifying lead standards impact your planning and instruction?



Ask participants to brainstorm answers to the question “How will identifying lead standards impact your planning and instruction? Flipchart responses. Next, ask how identifying lead standards may benefit students.



PPT #21- Purpose for Identifying Lead Standards

**Purpose for
Identifying Lead Standards**

- Streamlines and prioritizes content by distinguishing the standards with the most power and consequence.
- Avoids the “mile-wide and inch-deep” approach, so that essential content can be covered deeply in the allotted time.
- Creates a solid foundation for other important knowledge and skills.

SIA Guide (Unit 2-4)

Review the slide.



PPT #22- Purpose for Identifying Lead Standards

“The initial goal is to have instructors review all of the standards and identify a subset of standards to serve as the backbone around which remaining standards can be linked to organize coherent units of instruction.”

SIA Guide (Unit 2-6)

Review the slide.



How do we determine which of the standards should be guideposts for instruction?

Accept random responses from participants.



PPT #23- Begin by asking...

Begin by asking...



"What are the essentials our students must learn for success- for this class, for important assessments during their educational career, or for life?"

SIA Guide: Unit 2-6



We will begin this process by asking the following question, "What are the essentials our students must learn for success – for this class, for important assessments during their educational career, or for life?"

As instructors, what info do you consider to determine this?

Possible answers may include:

- Assessments such as the GED & TABE
- Student work
- Student goals

Break

Timeframe: 15 minutes

Teaching and Learning (Information and Modeling)

Timeframe: 35 minutes



If you were to determine which standards are most essential, what criteria would you consider to prepare your students for college and career readiness?

Possible answers may include:

- Skills that will help them pass the GED
- Skills to help them in every day life
- Skills that will help them think critically



PPT #24 - Criteria for Identifying Lead Standards

Criteria for Identifying Lead Standards

1. Prerequisite for Further Study
2. Cumulative Power
3. Endurance
4. Leverage

SIA Guide: Unit 2-30



Refer to **HO #3 – Criteria for Identifying Lead Standards.**



1. Instruct participants to individually take about three minutes to read the criteria.
2. Assign one of each of the four criteria to each table. If more than four tables, assign the same criteria to more than one table.
3. Instruct participants to summarize in seven words or less the criteria. They must reach a consensus.
4. After they reach a consensus at their table, pair them with another table with the same criteria and instruct them to do the same.
5. Ask each table to share their summary.



Review key points about each criteria.

- To determine if the standard meets the criteria, ask the following questions for each of the criteria...
 - Prerequisite for Further Study – “If my students learn this, will it prepare them for the next level of study in the content area?”
 - Cumulative Power – “If my students learn this, will they also be able to show mastery of other standards? For example, Reading for Information 6.6 requires that a student be able to determine the authors’ point of view or purpose in a text and explain how it is conveyed in the text. If they can do this they should also be able to demonstrate R6.1 – cite textual evidence, R6.2 – determine the central idea of a text, and R6.3- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. “

- Endurance- “If my students learn this, will it give them the ability to perform important life skills?”
 - Leverage - “If my student learns this, will it assist them in other content areas (e.g., writing, language, social studies, math, science, etc.)?”
- A standard chosen as a lead may meet one of the criteria or all four. Most standards will contain some of each of the criteria, most likely why it is a Common Core Standard. However, you must determine how strong the standard is in meeting the criteria. For example, some standards will be a stronger prerequisite than others and some will have more cumulative power, endurance, and leverage than others. Your evaluation will be subjective based on the criteria.
- Ask, “If my students are only going to be with me for a short period of time, what knowledge and skills would I most like for them to have before they leave?”

Criteria for Identifying Lead Standards

I. Prerequisite to Further Study: A standard that prepares a student for the next level of study in the content area; a standard required for the next level of instruction.

Examples in ELA might include speaking about basic needs using simple learned phrases before learning how to converse on familiar topics related to self and community with strings of sentences.

Examples in ABE and ASE reading and writing might include learning to answer basic questions about text before attempting higher levels of analysis; understanding the distinguishing features of a sentence before being asked to write complete sentences; or being able to write sentences before moving on to writing coherent paragraphs.

Examples in mathematics might include teaching addition and subtraction as inverse operations of each other before moving on to teaching their relationship to multiplication and division.

II. Cumulative Power: A standard that includes or incorporates other standards. By assessing a given lead standard, one would also assess the student's command over several other standards.

Examples might include the ability to write persuasive essays, give a presentation, or construct an argument. For each of these, students must master a variety of content and skills to write or speak with a purpose in mind.

III. Endurance: A standard that qualifies as an important life skill; the knowledge and skills embedded in the standard have lasting value to a student beyond the course in which they are learned.

Examples might include understanding percentages (sales tax, tips, etc.) and graphic representations of data (found in the daily popular press); distinguishing fact from opinion and constructing an argument; or simply developing vocabulary or summarizing and paraphrasing a text.

IV. Leverage: A standard that is applicable to other disciplines or content areas.

Examples might include writing, using research skills, applying probability concepts, understanding a main idea and important details, or determining an author's purpose.

Identifying Lead Standards Process

1. Using the Criteria, individually move quickly through one strand (domain) and check the standards you rate as “most essential.”
2. Assign a point value (1-4 points) to each standard, reserving 4 points for the “most essential” content according to the criteria.
3. Share scores for each standard with your team. The goal is to reach consensus. Be prepared to share your rationale if scores differ widely).
4. Repeat steps 1-3 with the other strands (domains) in that level.

Review steps 1-4. It is best to review all of the standards in a strand before beginning with step #1.



PPT #26 – Identifying Lead Standards - Process (cont.)

Identifying Lead Standards Process (cont.)

5. Select top scorers across the strands (domains) as your Lead Standards—preferably no more than 30-40 percent of the standards.
6. Reflect on your selections and ask whether as a whole they represent the core content.
7. Repeat the process for every level of adult education instruction.
8. Create a separate list of lead standards by level for use in designing coherent units of instruction.

SIA Guide: Unit 2 - 11 & 20

Review steps 5-8.



Refer to **HO #4- Identifying Lead Standards – Example.**
Refer to **KYAE Common Core Standards English Language Arts– page 11.**



Place Handout #4 - Identifying Lead Standards – Example (Reading for Literature, Grade 2) on the document reader.
Also refer to the KYAE Common Core Standards, page 11. Ask participants to turn to page 11 in the KYAE CCS.

Model the process for identifying lead standards by thinking aloud the steps. Record your answers on the sheet.
Explain to participants that they may want to review the standards to be identified quickly before beginning with step #1

Identifying Lead Standards - Example

Purpose:

- Streamlines and prioritizes content
- Allows for essential content to be covered in the allotted time
- Creates a solid foundation for other important knowledge and skills
- Guidepost for focusing instructors and students through learning process

Detailed Process:

1. As a group, review the Criteria for no more than five minutes
2. Individually, use the Criteria to quickly move through one level and mark the standards you rate as "most essential" with a "yes" under the "Lead Standard" column
3. Individually, assign a score in the appropriate column: 4=absolutely essential, 3=essential, 2=less essential, 1=nice to know
4. Individually, record notes about the criteria connection(s) to the four listed areas
5. As a group, share information and determine lead standards

Standards Refer to the Standards Document		Lead Standard? Yes or No	Score Assign 1-4	Criteria for Lead Standard Prerequisite? Cumulative Power? Endurance? Leverage?
Reading for Literature Grade 2 (RL2)	Key Ideas and Details	1		
		2		
		3		
	Craft and Structure	4		
		5		
		6		
	Integration of Knowledge and Ideas	7		
		8		
		9		
	Range of Reading and Level of Text Complexity	10		

Adapted from: *Standards-in-Action: Innovations for Standards-Based Education*. (November 2009). Produced by U.S. Department of Education Office of Adult and Vocational Education, MPR Associates, Inc., and Susan Pimentel, Inc.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

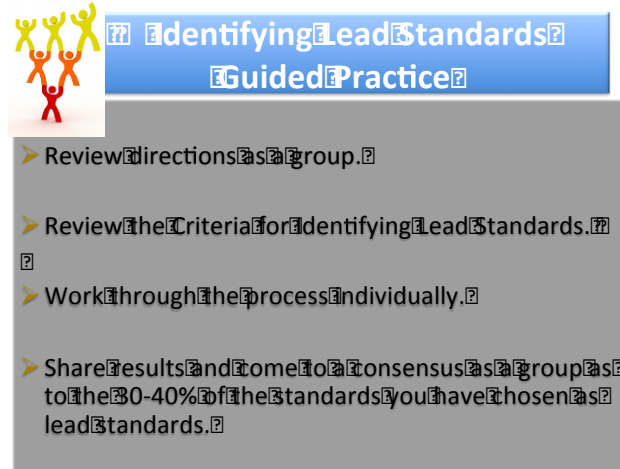
Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Guided Practice (Increasing Understanding and Developing Skills)

Timeframe: 30 minutes



PPT #27 – Identifying Lead Standards – Guided Practice



Refer to **HO #5- Identifying Lead Standards – Guided Practice**.

Refer to **KYAE Common Core Standards English Language Arts, page 19**.



Instruct participants to work with members at their table to identify lead standards. Give them 15 minutes to work through the process.

Ask for a volunteer to share their results and think aloud through the process.

Ask participants to randomly share the similarities and differences among the members in their group. Ask them to share their thinking behind their choices.



Which of the criteria did you use to identify the lead standards?

What was easy and/or difficult about coming to a consensus with your group?

What was beneficial about the process?



- Move through the standards quickly; however, you may want to scan them all before beginning to rate them.
- A standard does not need to match all criteria to be a lead standard. You will pick standards that hold the most weight with each criterion.
- Benchmarks may be a lead or supporting standard if they can be demonstrated in isolation from the other benchmarks; however, they should be considered with the overarching standard that accompanies it.

Lunch Break

Timeframe: 60 minutes

Identifying Lead Standards – Guided Practice

Standards Refer to the Standards Document		Lead Standard? Yes or No	Score Assign 1-4	Criteria for Lead Standard Prerequisite? Cumulative Power? Endurance? Leverage?
Writing Grade 2 (W2)	Text Types and Purposes	1		
		2		
		3		
	Production and Distribution of Writing	4		
		5		
		6		
	Research to Build and Present Knowledge	7		
		8		
		9		
	Range of Writing	10		

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Adapted from: *Standards in Action: Innovations for Standards*
Office of Adult and Vocational Education, MPR Associates,

Writing Standards K-5

W

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasingly sophisticated content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Independent Practice

(Applying and Extending Knowledge and Skills)

Timeframe: 60 minutes



PPT #28 – Identifying Lead Standards – Team Activity

Identifying Lead Standards

Team Activity-Helpful Reminders

1. Conduct a lead standard selection process with your staff. Each team will work together on their grade level.
2. Give team members individually limited time (5 minutes) to make selections.
3. Ask all team members to share their scores.
4. If scores vary widely, discuss why and work toward consensus.
5. Check selections across levels of learning for gaps and overlaps.



Prior to the training, participants were instructed to download the template for identifying lead standards from their team folder in ANGEL. The template was populated with the standards from the grade level they chose and identified on the Instructional Support Planning Guide developed by the directors following the Directors' Orientation.



Instruct participants to work with their teams (programs) to identify the lead standards for the grade level they chose. They may complete the template electronically and upload onto ANGEL.

They will identify lead standards from all strands (Reading for Information, Reading for Literature, Writing, and Language) in the grade level they chose. They are to identify the leads within each strand.



Did you identify any new benefits and challenges after working through another grade level?
What did you experience working with your team?



Reiterate the following key points:

- Move through the standards quickly as you are rating them; however, you may want to review all of them before beginning to rate them.
- A standard does not need to match all criteria to be a lead standard. You will pick standards that hold the most weight with each criterion.
- Benchmarks may be a lead or supporting standard if they can be demonstrated in isolation from the other benchmarks; however, they should be considered with the overarching standard that accompanies it.

Anticipatory Set (Fostering Connection)


Timeframe: 5 minutes

Designing Coherent Units of Instruction



PPT #29 – Designing Coherent Units of Instruction

Designing Coherent Units of Instruction



Resource to make important connections among standards to reflect "real world" demands

Becomes the **organizing tool** around which curriculum is built

SIA Guide: Unit 2-4



The next step in the process will be to design coherent units of instruction. You will be clustering standards into meaningful units, which will become the organizing tool around which the curriculum is built. You will be bundling lead standards with other standards from that content area in order to connect ideas that support and reinforce the teaching and learning of the lead standards. You may bundle standards across strands. For example, a unit may contain standards from Reading for Information, Writing, and Language or Reading for Literature, Writing, and Language.



What do you see as some of the benefits for developing units of instruction?


Response may include:

1. Provides a roadmap for instruction
2. Sets goals and objectives that may be shared with the student
3. Provides students with a destination for reaching their goals.




PPT #30– Designing Units of Instruction: Purpose

Designing Units of Instruction Purpose



- Organizes lessons around broader goals and objectives.
- Focuses time, energy, and teaching appropriately.



- Promotes natural connections among standards to enrich the meaning and content of lessons.



The purpose of a unit is to organize lessons into a sequence around broader goals and objectives. It helps instructors focus their time, energy, and teaching appropriately so that they are not attempting to cover too much in a short period of time. Lastly, it promotes natural connections among chosen standards to enrich the meaning and content of the lessons.

Break

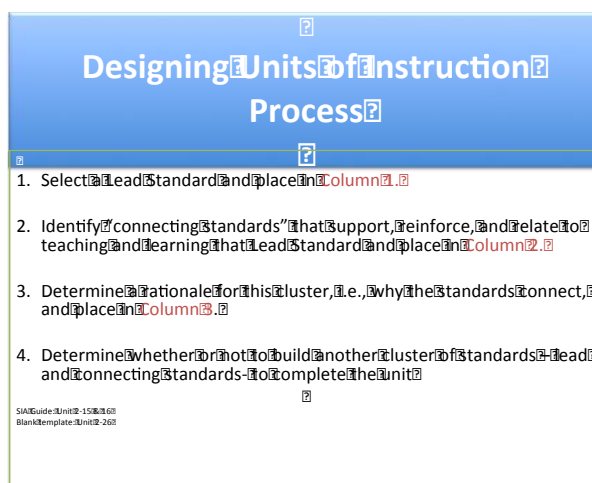
Timeframe: 15 minutes

Teaching and Learning (Information and Modeling)

Timeframe: 30 minutes



PPT #31 – Designing Units of Instruction: Process



Refer to **HO #6 – Template for Units of Instruction**. Taken from **Standards in Action: Innovations for Standards-Based Education, Unit 2-15 & 16**.

This will be the template that will be used to develop units of instruction.



From your lead standards, you will choose at least one lead standard of focus and the standards that support your teaching of the lead standard. It is recommended that each unit contain no more than eight standards. Creating a unit helps you to see connections among the different strands and the various standards within a domain. It's a tool that you can use to group standards so you are not trying to teach each standard separately. A unit will become your roadmap to develop a series of individual lessons based on pieces of your supporting standards that will guide your student to demonstrate the lead standard.

As you review steps 1-4, refer to the columns on the template.

Template for Unit of Instruction

Content Area: _____ Level: _____

Unit #: _____ Title: _____ Estimated Timeframe: _____

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment

Adapted from: Standards-in-Action: Innovations for Standards-Based Education. (November 2009). Produced by U.S. Department of Education Office of Adult and Vocational Education, MPR Associates, Inc, and Susan Pimentel, Inc. Unit 2-26 Appendix A.



**Designing Units of Instruction
Process (Cont.)**

5. Add Supporting Resources in Column 4 (draw from Aligning Resources to Standards).
6. Add Sample Task or Activity in Column 5 (draw from Building Sample Activities).
7. Name the Unit and provide an approximate timeframe for the unit (e.g., number of class periods).

SIA Guide: Unit 2-15 & 16
 Blank Template: Unit 2-26



Refer to **HO #6 – Template for Units of Instruction** taken from **Standards-in-Action: Innovations for Standards-Based Education, Unit 2-15 & 16**.

Review steps 5-7.



Refer to **HO #7 – Sample Unit of Instruction**.

Review the example, thinking aloud through the process.



Refer to **HO #8 - Unit of Instruction, ELA Example**.

Review the example, thinking aloud through the process.



Units may last any lengths of time needed to cover the standards chosen.

“Think through the desired size of units – in terms of time and coverage of standards. Units should be large enough to avoid missing important connections, yet small enough to encourage in-depth, focused exploration of an area of study, rather than mere coverage of the standards. A good rule of thumb is to limit each unit to covering no more than eight standards. Setting these parameters promotes consistency across groups and allows more mixing and matching of units” (Standards-in-Action: Innovations for Standards-Based Education, Unit 2-15).



- You may have more than one lead standard, but it is recommended to have no more than eight standards total.
- The rationale for a cluster should explain why you chose the lead standard and how the supporting standards support the lead.
- The sample task or assignment should not describe a single lesson but rather provide an activity that demonstrates a student’s ability to reach the goals of the unit.



“As instructors design units of study, they bundle lead standards with other standards from that content area to connect ideas that support and reinforce the teaching and learning of the lead standards. Organizing standards into curriculum units helps instructors avoid the pitfall of simply moving down the list of standards one-by-one or dividing the standards among instructional days, with regard to the varying learning demands of each standard” (Standards-in-Action: Innovations for Standards-Based Education, Unit 2-4).

Sample Unit of Instruction

Content Area: GED Reading and WritingLevel: 3Unit #: 4 Title: Varied ViewpointsEstimated Timeframe: 6 to 8 hours

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment
IT-A.7 Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with each author's stated position.	IT-A.7. Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text. IT-DP.4. Evaluate the adequacy of details and facts to achieve a specific purpose. IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	In this unit, students learn how to investigate texts presenting various perspectives on a topic of interest. For each text, students first must learn to identify the author's purpose, central ideas, and supporting details, as well as determine how well the author has achieved his or her purpose. Students then are ready to compare/contrast these aspects across texts and arrive at their own position on the topic.	Resource X, Chapter xx, pages 43-51 Resource Y, Chapter xx, pages 76-94	Students compare and contrast argumentative essays on whether taxes should be raised to support schools. Analyze and evaluate one essay as a class, another essay in small groups, and then multiple essays within small groups or individually. Ask students to present their findings to the class. A matrix is developed to compare and contrast key features across the essays.
W-E.3 Create multi-paragraph essays that • include a thesis statement, • use logical organization, and • make effective use of detail and evidence.	EL.4. Identify and use correct punctuation. EL.5. Use correct capitalization. EL.2. Identify and use correct verb tenses. EL.3. Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).	Once students have learned how authors' lay out and support a particular position, they are ready to develop their own argument for or against a proposition in a multi-paragraph essay. The elements of such an essay are explored. During drafting and editing, students engage in activities to learn/review and apply standard forms of capitalization, punctuation, and grammar.	Resource Y, Chapter xx, pages 12-20, 52-57	Students write an argumentative essay presenting their own position on whether taxes should be raised to support schools. Students develop a logical argument, using facts and details they have gathered from their reading and from other experiences with the topic.

KYAE Common Core Standards PD FY 2012-13

Handout #8

S. Department of Education Office of Adult and Vocational Education, MPR Associates, Inc, and

Unit of Instruction- ELA Example

Content Area: English Language Arts

Level: 3rd Grade (NRS level 2)

Unit # 5

Title: Challenges

Estimated Timeframe: 6-8 hours

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment
RL.3.3 Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events).	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal. RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	In this unit, students will explore a variety of literature in order to analyze and describe various characters in each text. In order to do so, the students will first be able to ask and answer questions in order to identify clues in the text, which will enable them to determine a character's traits, motivation and feelings. Then they will explain how the character's actions contribute to the sequence of events.	Choose various literary texts that meet the needs and interests of your students in terms of the complexity (i.e., lexile band 2-3 rd grade 450-790) and qualitative elements such as levels of meaning, structure and language conventions. Examples: Hamilton, Virginia. <i>M. C. Higgins, the Great</i> . New York: Simon & Schuster, 1999. Sarah Plain and Tall by Patricia MacLachlan pages 38 & 39.	Using a character traits graphic organizer, (e.g., http://www.fcrr.org/curriculum/PDF/G4-5/45CpartOne.pdf) students record examples from the text such as a character's thoughts, feelings, actions and goals. After these examples have been recorded, discuss with the students the various character traits that align with these examples using a list of character traits for a reference. Students then add possible character traits to the graphic organizer.

Adapted from: Standards -in- Action: Innovations for Standards-Based Education. (November 2009). Produced by U.S. Department MPR Associates, Inc. and Susan Pimentel, Inc.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	W.3.4 With guidance and support from instructor produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and instructors, develop and strengthen writing as needed by planning, revising, and editing. W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1h Use coordinating and subordinating conjunctions. L.3i Produce simple, compound, and complex sentences. L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2a Capitalize appropriate words in titles. L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3a Choose words and phrases for effect.	Once students are able to describe character traits, they will then be able to choose a person that has faced many challenges in his/her life to research and then utilize this information to create an informative piece of writing. In order to do so, they must first be able to recall information from experience and conduct research in order to organize and develop a writing piece. The writing piece should demonstrate command of the conventions of standard English.	Assist students in using various informational texts and websites to gather information about their subjects.	Students organize various facts gathered about chosen topic by creating a timeline of information (e.g., timeline software-SmartDraw).
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Guided Practice (Increasing Understanding and Developing Skills)

Timeframe: 30 minutes



PPT #33 – Designing Units of Instruction – Guided Practice

Designing Units of Instruction Guided Practice

Begin developing a unit of instruction.

- Review the process for developing units of instruction.
- Compile a list of lead standards to use to develop units of instruction.
- Set parameters to ensure consistency for mixing and matching units.
- Choose lead standards and supporting standards for a unit within the grade level you chose.
- Determine the length of time it will take to cover your unit.

SIA Guide: 2-14.5

Review the slide.



Instruct participants to work with their teams to begin to develop a unit of instruction from their lead standards.

After 30 minutes, ask participants if they have any questions or comments.

Independent Practice

(Applying and Extending Knowledge and Skills)

Timeframe: 10 minutes



PPT #34– Designing Units of Instruction – Team Activity and Helpful Reminders

Designing Units of Instruction
Team Activity & Helpful Reminders

1. Review the process for developing units of instruction.
2. Compile a list of lead standards to use to develop units of instruction.
3. Set parameters to ensure consistency for mixing and matching units.
4. Plan work time.
5. Decide in advance how to organize the work based on the content strengths each instructor brings.
6. Keep in mind the academic needs for the students who are currently enrolled.
7. Think through the desired size of units—in terms of time and coverage of standards.
8. Think through the review and sharing process.

Review the slide.



PPT #35– Next Steps

Next Steps

Team Activity Unit 2A
Four weeks

- From the lead standards you identified within the grade level of your choice, develop four units of instruction.
- Upload the units in your team folder on ANGEL.
- Refer to your Instructional Support Planning Guide.

Face-to-face Session Unit 2B

- Lesson studies and lesson plans.

Team Activity Unit 2B
Four weeks following the face-to-face session

- Develop a lesson study and lesson plan.
- One team member teaches the lesson while other team members observe.
- Revise the lesson.

Review the slide.



Participants will return to their programs and work in teams to develop four units of instruction. They will have four weeks to develop the units. They will post the units in a folder in the ANGEL course shell. Coaches are available to provide support and resources in the development of the units. Coaches are also available to provide feedback on unit drafts, so that revisions can be made before posting.

Closure (Bringing it all Together)

Timeframe: 20 minutes



PPT #36- Questions and Reflections

Questions and Reflections



What is the correlation between lead standards and creating units?

What is the purpose of creating units of instruction and how does it relate to lead standards?

How does designing units focus your lessons?

Accept random responses from participants.

- Gives you a roadmap for achieving student outcomes (preparing students for the GED® 2014 and college and career).
- Makes teaching the standards manageable
- Clusters standards together for holistic learning



Refer to **HO – Exit Slip**.

Provide each participant with an Exit Slip. Ask that they complete it and hand it in before they leave.

List three ways identifying lead standards and developing units of instruction will impact how we deliver lessons.

1.

2.

3.

Learning Community # _____

Program: _____

Name: _____

In what ways do you believe the Lead Standards Approach will benefit your students?

What questions, comments or concerns keep spinning in your head?